



ARIZONA
STATE
UNIVERSITY

SCHOOL OF SOCIAL TRANSFORMATION BY-LAWS

Table of Contents

ARTICLE I ORGANIZATION..... 2

Section 1.01 Name 2

Section 1.02 Representative Bodies..... 2

- a. School Assembly
- b. Executive Committee
- c. Advisory Council

Section 1.03 Membership and Voting 2

- a. Voting Members
- b. Proxy votes

Section 1.04 Faculty Responsibilities..... 3

Section 1.05 Officers..... 3

- a. Director of the School of Social Transformation..... 3
- b. Associate Director 3
- c. Faculty Head 4
- d. Chair of the Personnel Committee..... 4
- e. Director of Graduate Studies 4
- f. Chair of Undergraduate Studies 4
- g. Chair of Research and Colloquium Committee 5
- h. Academic Senator(s) 5

Section 1.06 School Committees..... 5

- a. Standing Committees 5
 - 1. *Executive Committee*..... 5
 - 2. *Personnel Committee* 5
 - 3. *Full Professor Promotion Committee* 6
 - 4. *Undergraduate Committee*..... 6
 - 5. *Graduate Committee* 7
 - 6. *Advisory Council*..... 7
 - 7. *Research and Colloquium Committee* 7
 - 8. *Affirmative Action Committee*..... 7
 - 9. *Committee of Review*..... 7
- b. Ad Hoc Committees 8
 - 1. *Search committees*
 - 2. *Faculty Committees*
 - 3. *Other*

ARTICLE II MEETINGS..... 8

Section 2.01. Assembly Meetings

- a. Frequency
- b. Notification
- c. Quorum
- d. Minutes

ARTICLE III AMENDMENTS AND RESTRICTIONS..... 8

APPENDIX A PROMOTION, TENURE AND ANNUAL REVIEW GUIDELINES..... 9

SCHOOL OF SOCIAL TRANSFORMATION
College of Liberal Arts and Sciences
Arizona State University
BYLAWS

PREAMBLE

These Bylaws describe the procedures by which the School of Social Transformation (SST or School) in the College of Liberal Arts and Sciences (CLAS) at Arizona State University (ASU) self-governs and carries out the responsibilities and privileges entrusted to it.

Article I. ORGANIZATION

Section 1.01. Name

This organization will be called the *School of Social Transformation* (SST) and is comprised of the following faculties: African and African American Studies; Asian Pacific American Studies; Culture, Society and Education; Justice and Social Inquiry; and Women and Gender Studies.

Section 1.02. Representative Bodies

a. School Assembly

The School Assembly is the governing body of the School and follows the rules of ACD Manual 505-02. All Persons with voting privileges (section 1.03.a) shall be members of the Assembly.

b. Executive Committee

The Executive Committee consists of the SST Director and the designated Program Faculty Heads (Section 1.05.c). The Executive Committee serves as the administrative and policy group advising the Director.

c. Advisory Council

The Advisory Council will serve to provide advice, leadership, and guidance for School-related matters. The committee may make recommendations to take to the SST Assembly and will consist of the faculty heads, chairs of the standing committees, and appointees deemed necessary by the Director.

Section 1.03. Membership and Voting

Voting Members: Individuals are considered voting members in the School when their appointment is at least 50% in the School and they hold the rank of Assistant Professor, Associate Professor, or Professor. Full-time multi-year Lecturers and Clinical and Research Professors are voting members when 100% of their appointment is in the School. In most matters put to a vote, the decision will be made by a simple majority. (Exceptions include the changing of these bylaws, which requires a 2/3 vote of the School Assembly.) Depending on the matter at hand, voting may be by unanimous consent, voice vote, or by ballot. The request by any voting member that a secret ballot be used for a particular issue will be honored. If a ballot is used, the results will be counted by the School Director's assistant. The ballots will be held for the term of the appointment and stored in the Director's office.

Section 1.04. Faculty Responsibilities

The School encourages faculty members to achieve a balance in their commitments to teaching, research, and service, all of which are viewed as integral and necessary parts of the University's mission and purpose. All members in the School share in the responsibility for its success. In addition to their teaching and research responsibilities, faculty members share in the leadership responsibilities outlined below.

Section 1.05. Officers

All School officers must be members of the School Assembly. If an officer is to be on leave for one semester during a term of office, a replacement may be appointed to serve in an acting position for the one semester. However, if an individual is to be gone for two semesters, a replacement will be appointed.

a. Director of the School of Social Transformation

The Director is appointed by the Dean of the College, with the concurrence of the Provost. He or she serves at the discretion of the Dean and the Provost. The Director is responsible for the efficient execution of university policies and for the overall leadership of the unit, but shares this responsibility with members of the faculty and staff. Recommendations made by the faculty and staff are advisory to the Director, who is ultimately responsible for the successful management of the School.

Duties of the School Director include (but are not limited to):

- Evaluate faculty (independent of the Personnel Committee) for tenure, promotion, continuing contract, and merit, culminating in a written recommendation to the Dean of the College of Liberal Arts and Sciences (CLAS),
- Make salary recommendations for faculty members,
- Make recommendations concerning leaves of absence; and sabbaticals
- Manage the operations and capital equipment budgets,
- Oversee the operations and space utilization of the School,
- Allocate the workload of staff members,
- Plan (in consultation with Faculty Head and advisory committee) for the development of degree and course work,
- Determine (in consultation with Faculty Head) teaching loads and scheduling,
- Encourage excellence, maintain a productive atmosphere, and manage day-to day operations,
- Supervise planning and coordination of program offerings, research, and public service, and the recruitment and hiring of persons to fill vacant and new positions,
- Appoint members of the standing and ad hoc Committees (except where noted below),
- Make personnel decisions such as temporary and extension appointments and staff hires.
- Pursue development opportunities.

b. Associate Director

The Director has the option to appoint the Associate Director who serves at the discretion of the Director.

Responsibilities may include (but are not limited to):

- Assist in aspects of managing and running the School,
- Assist in personnel reviews,
- Serve as acting director in the absence of the Director,
- Serve as the coordinator of the Advisory Council,
- Serve in other capacities as requested by the Director.

c. Faculty Head

The Faculty Head provides leadership for the program and for the School in the areas of research, curriculum and faculty development. Faculty Heads are responsible for creating a collegial environment for faculty, staff and students in their programs and for providing advice to the School Director. Faculty Heads are appointed by the Director on the recommendation of faculty. . The Faculty Head will participate in the SST governance structure, which includes membership in the Executive Committee and the Advisory Council.

Duties of the Faculty Head include (but are not limited to):

- Overall responsibility for developing the course schedule, staffing courses, and determining faculty workload.
- Monitor enrollments,

- Handle student complaints,
- Approve new curricular developments,
- Provide oversight of spending, growing and managing local funds, work with Director, Executive Committee and Advisory Council to set priorities for local spending,
- Contribute actively to the recruitment and retention of program faculty and to faculty morale,
- Conduct meetings,
Assign faculty committees as appropriate,
Approve travel and grant applications.

d. Chair of the Personnel Committee

Once the Personnel Committee is formed, the committee members designate the chair. The chair of the personnel committee is a tenured faculty member who is elected by the School Assembly (see Personnel Committee election process below). The chair serves a two-year term, which can be renewed for one additional year.

Responsibilities include (but are not limited to):

- Chair the Personnel Committee,
- Draft recommendations for annual performance reviews for faculty members for submission to the Director,
- Evaluate faculty members and academic professionals for promotion and tenure and continuing status,
- Organize the Personnel Committee's evaluation of sabbatical leave applications as a recommendation to the Director.
- Communicate personnel-related policy recommendations to the School Assembly and the School Director,
- Direct any other activities related to personnel as assigned by the Director.

e. Director of Graduate Studies

The Director of Graduate Studies is a tenured faculty member who has considerable experience in working with graduate students. The graduate director is appointed by and serves at the discretion of the School Director and serves annual appointments.

Responsibilities include (but are not limited to):

- Chair the Graduate Committee
- Serve as liaison with the Graduate College,
- Plan and coordinate graduate student orientation, professional development, and mentoring activities,
- Coordinate applications for fellowships, block grant, and other funding opportunities,
- Finalize course schedule in consultation with faculty heads,
- Ensure that graduate students receive timely feedback on their performance and status,
- Address issues related to graduate student questions, grievances, and problems,
- Direct any other activities related to the graduate program as assigned by the School Director,
- Keep the *Graduate Handbook* current.

f. Director of Undergraduate Studies

The Chair of Undergraduate Studies is a tenured faculty member who is appointed by the School Director and typically serves annual appointments.

Responsibilities include (but are not limited to):

- Chair the Undergraduate Committee,
- Serve as liaison to organizations/committees involving undergraduate matters,
- Maintain effective communication with the faculty concerning the undergraduate programs,
- Recommend and process changes in undergraduate courses and degree programs,
- Address issues relating to undergraduate academic honesty, plagiarism, and student conduct,
- Recommend and process changes in undergraduate courses and degree programs,

- Direct any other activities related to the undergraduate program as assigned by the School Director.

g. Chair of Research and Colloquium Committee

The Chair of the Research and Colloquium Committee is appointed by the Director to help identify, facilitate and promote research initiatives and activities that will advance cross cutting areas of inquiry in the School.

h. Academic Senator(s)

The School's faculty senator(s) will be elected by the School Assembly. When a Senate position is to be filled, members of the School Assembly will self-nominate by sending nominations to the School Director. The School Director will gather these and include all names on a ballot when the slate for the Personnel Committee is distributed (see below). Members of the School Assembly will then cast a vote in a secret ballot. The nominee with the largest number of votes will become the new Senator.

Responsibilities of Academic Senators include (but are not limited to):

- Attend all University and College Academic Senate meetings or arrange a substitute,
- Represent the interests of the School through the Academic Senate,
- Bring University and Academic Senate concerns back to School faculty,
- Participate on Academic Senate committees.

Section 1.06. School Committees

Membership on the School's committees is restricted to members of the School Assembly or SST graduate students unless there is a specific reason approved by the School Assembly through a 2/3 vote for a committee to include non-Assembly members. Committees shall keep records of their actions. Committee members are obligated to make a good faith effort to determine when they have a conflict of interest in matters coming before a committee on which they are a member. If there is a conflict of interest, they should abstain not only from voting but also from discussing the matter. Members on committees may be elected or appointed by the School Director, who is responsible for maintaining balance and diversity in committee membership. Committees must reflect the faculty (e.g., in rank, programs, etc.). Graduate student committee members can have input into all committee activities that do not involve personnel decisions about faculty or other graduate students.

a. Standing Committees

Unless specified elsewhere, members of standing committees are appointed by the School Director or elected by the Faculty Assembly to serve on committees for two-year terms (terms are renewable), Terms should overlap across committee members to help ensure a degree of continuity of committee practices when needed. The chairs of all standing committees must be full-time tenured faculty members.

1. Executive Committee

The Executive Committee consists of the SST Director and the designated program Faculty Heads (Section 105.c). The Executive Committee serves as the administrative and policy advisory group to the Director regarding personnel, budget, uniform development of standards, implementation of the strategic plan, hiring, new programs of study, and research initiatives.

2. Personnel Committee

The Personnel Committee consists of six to eight members. Members serve staggered two-year terms; the Associate Director (when there is one) serves as *ex officio*. The slate for this committee will be structured to ensure that, at all times, committee membership will: (a) be representative of the faculty within the School (e.g., AAAS, APAS, CSE, JSI, WGS) (b) will include at least one Full Professor, Associate Professor, and Assistant Professor and (c) will include faculty with expertise in the candidate's area. The Assistant Professor will not serve on P&T cases but will participate in annual review recommendations. The selection of the Personnel Committee will proceed as follows:

The School Director will propose a complete slate of members for the Personnel Committee (including those remaining on the committee from the previous term and any proposed new members) and circulate this list to all voting members of the school at least one week before the February faculty meeting. At the February faculty meeting, a time will be set aside for comments or suggestions regarding the proposed slate. The Director may choose to revise the slate in response to these comments and circulate the revised slate within one week of the faculty meeting. A vote on the approved slate will be taken two weeks after the February faculty meeting. If a simple majority of those voting vote yes, the slate will be approved.

Faculty members are ineligible to serve on the Personnel Committee in the same year that they serve on either the College Personnel Committee or the University Personnel Committee or when they are on sabbatical for the academic year. If a faculty member submits an application for tenure or promotion, he or she is not eligible to serve on the committee. If a member submits a sabbatical application, he or she can serve on the committee, but must not participate in any deliberations concerning his or her own application.

Once the Personnel Committee is formed, by the end of April, the new committee will designate the chair. The chair of the Personnel Committee is a tenured faculty member who is a member of the School Assembly. The chair serves a two-year term, which can be renewed by the personnel committee annually up to one additional year.

Personnel Committee responsibilities include drawing up and revising the School personnel policies and presenting such policies to the School for approval or revision. Other responsibilities include (but are not limited to):

- Evaluate the performance of faculty—annual review, progress toward tenure, probationary review as a recommendation to the Director.
- Serve in an advisory role to the School Director for any personnel related issues including annual evaluations and post tenure review,
- In most cases, review and process sabbatical and tenure and promotion cases as a recommendation to the Director.

All committee deliberations are confidential. The chair of the committee is responsible for communicating the committee's recommendations to the School Director, who will be responsible for communicating to the individuals involved, as well as to the next administrative levels when appropriate.

3. Full Professor Promotion Committee

The committee for faculty requesting to be promoted to full professor will consist of all regular faculty members holding that rank. This committee will select a chair who will take responsibility for managing the review(s) and related processes.

4. Undergraduate Committee

The Undergraduate Committee shall consist of at least four faculty members and one graduate student who shall serve two-year terms. The senior Coordinator for Advising will serve as an ex-officio member. The School Director appoints the chair of this committee.

Undergraduate committee responsibilities include (but are not limited to):

- Maintain and improve the quality of the undergraduate offerings for majors and non-majors through advising and implementing procedures for recruitment, admission, retention and placement of students,
- Prepare materials for the School's undergraduate programs and keep them up to date,
- Evaluate and advise on new undergraduate proposals,
- Contribute to the department's strategic plans and to the department's self-study for its program reviews,
- Make recommendations relating to undergraduate organizations and scholarships,
- Oversee policies and procedures for the undergraduate honors program.

5. Graduate Committee

There is one School Graduate Committee with faculty and student representation from each of the graduate areas of study in SST. Members are appointed by the School Director and serve annually. Graduate student members may not participate in decisions involving other graduate students (including admissions, graduate student support, etc.). The chair of this committee will be the Director of Graduate Studies and is appointed by the Director of SST.

Graduate Committee responsibilities include (but are not limited to):

- Maintain and improve the quality of the graduate programs through advising on and implementing procedures for recruitment, admissions, retention and placement of students,
- Prepare the Graduate Student Handbooks and keep up-to-date,
- Write the reports for Graduate College
- Evaluate and advise on new graduate courses or program proposals,
- Contribute to the School's strategic plans and to the department's self-study for its program reviews.

There are graduate program committees for each of the graduate degrees responsible for overseeing the recruitment, admissions and curriculum for specific graduate degrees and certificates. Each committee has a coordinator who works closely with the Director of Graduate Studies for SST (and with their respective faculty heads) and who serves on the graduate studies committee.

6. Advisory Council

The Advisory Council will serve to provide advice, leadership, and guidance for School-related matters. The council may make recommendations to take to the SST Assembly and will consist of the chairs of the standing committees, and appointees deemed necessary by the School Director. This committee will meet at least once per semester.

7. Research and Colloquium Committee

The research and colloquium committee consists of elected/appointed members from each of SST faculty groups, plus a graduate student representative and a representative for research personnel working in SST research centers/projects. The committee proposes and develops procedures for new research activities and programs, acts as a review and selection committee for applications for support from research programs, solicits nominations and makes selections for speakers in the SST seminar series, and advises the Director on various matters related to research.

8. Affirmative Action Committee

The Affirmative Action Committee shall be appointed by the Director in consultation with the Executive Committee, and charged to ensure equal opportunity through affirmative action in employment and educational programs and activities in accord with ACD 401.

9. Committee of Review

Members of the Committee of Review shall include a chair and two faculty members, all of whom are tenured. The committee will consist of the graduate and undergraduate directors (unless one of these is involved in the issue under review in which case the remaining members of the committee will chose a replacement). The members of the committee will choose the chair of the committee.

Responsibilities of the Committee of Review include:

- Hear faculty and academic professional complaints, and
- Assist in resolving appeals of personnel decisions and teaching or service assignments.

The committee shall use non-adversarial fact-finding procedures and will report its findings and recommendations to the Director. In compliance with CLAS bylaws, further appeal may be directed to the Office of the Dean.

a. Ad Hoc Committees

1. **Search committees** will be constituted in accord with CLAS By-laws and the ACD Manual. They should be formed to ensure appropriate representation from relevant areas in SST.
2. **Faculty Committees**
Programs of study (AAAS, APAS, CSE, JSI, WGS) may establish committees they deem necessary such as graduate committees, undergraduate committees and colloquium committees. The chairs of these committees will represent their respective programs on the corresponding SST committees.
3. **Other ad hoc committees** will be established as needed.

Article II. MEETINGS

Section 2.01. Assembly Meetings

a. Frequency

The School Assembly will meet a minimum of two times during the academic semester. Special meetings may be called at the discretion of the School Director or when at least one-third of the voting members of the School request a special meeting in writing and specify its purpose. The School Director will conduct the meetings in the spirit of collegial and mutual respect. If there are procedural disagreements, the School Assembly will elect a mediator as needed to consult with the School Director to settle the dispute.

b. Notification

Except in an emergency, the Director will announce meetings at least one week in advance and distribute the agenda at least 48 hours in advance. Unless specified otherwise by the Director, all members of the School (as outlined above) are invited to attend and to submit items to the Director for possible placement on the agenda.

c. Quorum

A quorum is 50% or more of the members of the School Assembly. School business will be conducted only when a quorum is present.

d. Minutes

For each meeting minutes will be taken and distributed to all School members as defined above in a timely fashion. The Director will approve the minutes for distribution. Readers may submit corrections and additions either before or at the next School meeting where attendees will approve the minutes. One copy of the minutes is stored for safekeeping. The minutes shall include how many members attended, the names of those making motions and amendments, and a summary of all actions taken.

Article III. AMENDMENTS AND RESTRICTIONS

These Bylaws may be amended by a 2/3 vote of the School Assembly. For that purpose, written notice of intent to include such changes must have appeared on the agenda of the regular School meeting at least thirty days prior to that vote. These Bylaws may not conflict with those of the CLAS, Provost, or the Academic Affairs Policies and Procedures Manual of Arizona State University.

In case of conflicts, the policies and procedures of the College of Liberal Arts and Sciences (CLAS), Arizona State University (ASU), and the Arizona Board of Regents (ABOR) take precedence over these By-Laws.

Appendix A
School of Social Transformation
Promotion and Tenure and Annual Review Guidelines

Approved 12/16/2011

I. PROMOTION FROM ASSISTANT TO ASSOCIATE PROFESSOR WITH TENURE

RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

General Expectations and Quality Indicators

When evaluating a candidate's research, scholarship, and creative activity, the School of Social Transformation values quality as well as quantity. All candidates must demonstrate a vigorous, ongoing research agenda beyond the dissertation that is focused on issues and topics of significance. A coherent research agenda showing a promising trajectory for future research should be evident. Originality of work is a quality indicator, although reprints of earlier work are considered an indication of significance and impact. Top, selective refereed journals or academic/academically oriented commercial presses are most highly valued. Although a candidate's scholarly record will be evaluated as a whole, emphasis is placed on the publication record since joining the ASU faculty.

In assessing quality and quantity, consideration will be given to the candidate's disciplinary or interdisciplinary program's reference group(s) and standards that apply within that disciplinary or interdisciplinary context. During the probationary period, SST candidates are expected to produce more than eight refereed publications including journal articles, book chapters, review essays and other items subject to peer review. Alternatively, candidates are expected to have produced during the probationary period a single-authored book-length manuscript (published or in press, with letter from editor), plus a combination of three or more refereed publications including journal articles, book chapters, review essays and other items subject to peer review. A significant external grant during the probationary period could count as one peer-reviewed item. Nomination and receipt of awards from professional associations and the University for research and scholarship do not replace publications but will be considered in assessing a candidate's scholarly productivity and impact. Creative activity will be evaluated in terms of residencies and fellowships, exhibitions, honors and prizes.

Works "In Press"

Publications "in press" will be considered evidence of scholarly productivity with the publisher's acceptance letter.

Jointly Authored Publications

SST recognizes the value of collaborative work where it is the norm in journal articles, book chapters, and grants. SST encourages faculty to pursue interdisciplinary and transdisciplinary projects. Candidates should submit documentation of their contribution and level of effort in jointly authored works.

External Funding

Research grant proposals in which the candidate is PI or co-PI are evidence of scholarly activity and impact. Co-PI instances will be reviewed case-by-case based on the candidate's description of role. SST recognizes that some fields are more likely than others to yield large research grants; this will be considered when assessing productivity.

Conference Presentations

Scholarly presentations at regional, national, and international professional meetings supplement a record of published work. Candidates should note whether conference presentations are refereed or invited.

TEACHING AND MENTORING

General Expectations and Quality Indicators

Excellent teaching ability is an important component of the promotion and tenure process, and candidates will not be recommended for tenure and promotion without strong positive evidence of teaching interest, skill, and performance. However, exceptional teaching will not compensate for insufficient scholarly or creative

productivity. Evidence that the candidate's courses contribute to the mission of SST is important. Nomination and receipt of teaching awards from professional associations and the University will be considered in assessing the quality of the candidate's teaching. Faculty members should maintain teaching portfolios that include: (1) a 2-3 page individual teaching statement that addresses teaching philosophy, goals and objectives, a description of courses taught, student advisement and mentoring activities, and development of scholarly activity supporting teaching; (2) annual summaries of teaching evaluations; (3) representative syllabi; (4) documentation of new course development and redesign, including online courses; and (5) where relevant, documentation of teaching awards and grants.

Student Evaluations

Student teaching evaluations are one required indicator of teaching quality, which will be weighed in balance with other indicators of quality described herein.

Peer Observation and /Review of Curriculum Materials

Observation of teaching by a senior peer is an important indicator of teaching quality. Peer review includes an assessment of the candidate's syllabus for the class(es) observed. At least two post-third year peer review evaluations must be submitted for promotion and tenure.

Faculty/Student Research

Independent faculty and student research and/or supervised internships are additional indicators of teaching abilities and mentorship.

New Courses/Course Redesign

New course design and course redesign effort is a positive indicator, as illustrated by developing and offering new courses, seminars, or workshops or by redesigning existing courses or methods of delivery.

Student Advising and Mentorship

Willingness to participate in independent study and honors theses, and to serve on graduate student committees, is highly valued.

SERVICE AND OUTREACH

General Expectations and Quality Indicators

Promotion and tenure candidates are expected to participate actively in the governance and operation of the School and faculties. Expectations for institutional and professional service are commensurate with junior standing. Service should constitute a much smaller portion of promotion and tenure candidates' load.

Institutional Service

Promotion and tenure candidates are expected to participate actively in the governance and operation of the School and Faculty program. College and University service is valued but not required.

Professional Service

Leadership roles in professional organizations, editorial boards, refereeing manuscripts, and organizing panels at professional meetings are positive indicators of the significance and impact of a candidate's work.

Community Service

Work with community groups and social engagement are highly valued by SST (e.g., serving on the board of local, regional, national, or international organizations relevant to the candidate's areas of scholarly expertise; consulting or work with relevant government agencies; participating in non-University academic work). In some disciplinary contexts, fieldwork activities and service to schools are also important.

II. PROMOTION FROM ASSOCIATE TO FULL PROFESSOR

Promotion from associate to full professor normally occurs four or more years after promotion to associate professor. However, promotion to full professor is neither necessary nor inevitable, and requires demonstration of maturity and distinction in the three areas of faculty responsibility outlined below.

RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

Candidates must demonstrate national and/or international recognition for scholarship and leadership in the field, and should provide evidence of continuing creative/research/publication activity. Candidates should have achieved a substantial body of scholarship that demonstrates a coherent trajectory and impact. In many cases, candidates will have a book with a major press along with other publications since the previous promotion. In fields in which book publication is not as common, a substantial number of refereed journal articles plus one or more external research grants would be the equivalent. Candidates will often have developed a reputation which results in invitations to present lectures, collaborate in printed volumes, and give keynote readings and addresses. The quality of such publications and presentations should be judged as highly original and as making a significant contribution to the field. Creative activity will be evaluated in terms of residencies and fellowships, exhibitions, honors and prizes.

TEACHING AND MENTORING

Candidates are expected to have a sustained record of excellence in teaching, continuing to make contributions especially in the core curriculum at the undergraduate and graduate levels as available, and to have been active in graduate and or undergraduate student committee work and mentoring, including a record of success in chairing (where relevant) honor's, master's and/or doctoral committees. Teaching philosophy must emphasize ongoing development of teaching and curriculum development, and address an agenda for future development.

SERVICE AND OUTREACH

Candidates are expected to have made significant institutional service contributions as well as contributions to the profession. Such service will include major committee work such as chairing a standing committee. Externally, candidates will normally have been called upon to participate in editorial board work and/or be appointed to journal editorship(s), committee work and/or election as an officer of a national/international organization, or other professional service. Service awards are also evidence of significant contributions in this area. Community service, integral to SST since its inception, is assumed to be part of a tenured professor's service and outreach, and will be included in the evaluation for full professor.

III. PROMOTION GUIDELINES FOR LECTURERS

All lecturers are non-tenured, non-tenure-track faculty members whose responsibilities may include teaching graduate, undergraduate, or clinical courses, or supervising supplemental kinds of student learning as defined by the supervising dean. Lecturers are not eligible for tenure, but they may receive multi-year (MY) appointments and rolling multi-year (RMY) appointments up to three years. These appointments may be renewed indefinitely at the discretion of the university. Lecturers are not eligible for sabbatical leave.

A senior lecturer normally holds a doctorate degree and has a minimum of five years of college-level teaching experience. Requests for promotion to senior lecturer should occur at the time of the normal review according to the University calendar and guidelines. If the promotion is awarded, it will become effective at the time the new appointment is offered. Materials to be sent forward for promotion review should include:

1. the appropriate form provided by the University, along with any additional forms used by the academic unit;
2. evaluation(s) by the Director and Personnel Committee(s);
3. transmittal letters of the chair/director and dean;
4. summary of teaching effectiveness—teaching evaluations (both student and peer evaluations);
5. self assessment;
6. current Curriculum Vita.

IV. THIRD-YEAR REVIEW

GOALS AND PURPOSE

Untenured assistant professors undergo a third-year review to evaluate progress and guide the individual toward achievement of promotion and tenure. There are three possible outcomes: (1) continuing contract, (2) conditional contract, or (3) terminal contract. The goal of the third-year review is to provide feedback to the candidate and assess her/his position on the tenure track.

PROCESS

Candidates will prepare materials requested by the university, to be reviewed by the School Director and the College Promotion and Tenure Committee according to the university calendar. The Dean of the College and the Dean's Advisory Council then review materials. Materials are not sent to the University Personnel Committee.

PREPARING MATERIALS

Candidates should gather evidence of scholarly activity, teaching, and service, remembering that service is the least important for probationary faculty. Materials include a 4-page self-evaluation, curriculum vita, published materials, evidence of scholarly work in progress, a teaching portfolio,¹ and a minimum of two teaching peer reviews by tenured faculty. The candidate prepares materials in the same way they are prepared for a tenure review, except that no outside letters are solicited.

ASSESSMENT

Continuing Contract

Candidate has received satisfactory or higher marks in all areas of performance.

Conditional Contract

Candidate has received unsatisfactory assessment in one or more areas of performance. The evaluation states what must be done to improve performance.

Terminal Contract

Candidate has received unsatisfactory marks in all three areas of faculty performance.

Conditional and terminal contracts are used specifically when there is serious deficiency in teaching or there is scant evidence of scholarly or creative activity and in the judgment of the personnel committee the faculty member is not demonstrating sufficient progress toward earning tenure. Other reasons may include professional misconduct or change in the focus of the academic unit. The College Dean makes the final determination for any evaluation.

¹ For items to be included in the teaching portfolio, see the section on Teaching and Mentoring, Promotion from Assistant to Associate Professor with Tenure.

V. ANNUAL REVIEWS

Performance reviews are conducted annually but evaluations will address a faculty member's performance within the past 36 months.

RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

List of Scholarly Activities

Scholarly activities evaluated annually include grants, research awards, books, textbooks, peer-reviewed articles, other articles, law review articles, scholarly book chapters, and other research activities. Peer-reviewed and non-peer-reviewed online publications also demonstrate scholarly productivity. Creative activity will be evaluated in terms of residencies and fellowships, exhibitions, honors and prizes.

Works in progress will be considered evidence of an ongoing research agenda but will not replace publications accepted or published. All research, scholarship, and creative activity will be evaluated on the basis of its contribution to the faculty member's field(s) and the publication or press from which it is issued.

Levels of Assessment

UNSATISFACTORY (0): Shows no evidence of an ongoing research/creative activity agenda and/or production.

SATISFACTORY (2): Demonstrates progress toward research agenda and publications, such as conference papers, article submissions, article drafts for each calendar year of the reporting year.

ABOVE SATISFACTORY (3): Demonstrates significant progress toward research agenda and publications, such as publication of a substantive article, book chapter, revised edition of a textbook or creative project, 2 or more acceptance letters or the equivalent, preliminary or advanced book contract, or external research grant.

TEACHING AND MENTORING

List of Teaching and Mentoring Activities

Depending on the needs of the Faculty program, teaching and mentoring will be evaluated on the basis of the number of students taught/supervised, whether a class is in the core curriculum/general studies/required/special topics, and special circumstances (e.g., off-campus, evening classes, distance learning). Chairing or serving on honors and graduate student committees and other mentoring activities such as mentoring junior faculty, graduate TAs and alumni, writing letters of recommendation for students, supervising independent studies and internships, and coauthoring with students will be considered. Awards for teaching, student progress/completion, student grants/publications/awards, and course and materials development are also considered important contributions to teaching and mentoring.

Levels of Assessment

UNSATISFACTORY (0): Fails on a consistent basis to meet classes and provide office hours; fails repeatedly to provide adequate teaching materials/course guidelines to students; fails repeatedly to give course evaluations to students and/or receives substantiated valid complaints regarding pedagogy; violates the professional student/teacher relationship and faculty code of ethics. Consistently refuses to work with undergraduate or graduate students or teach any of the core courses. Does not fulfill obligations as tenured faculty.

SATISFACTORY (2): Meets classes, evaluations for each course taught are within a range acceptable for comparable classes, defines course requirements clearly on all syllabi. Fulfills obligations as tenured faculty.

ABOVE SATISFACTORY (3): Must meet “satisfactory” level *and* student statistical and anecdotal evaluations are consistent with or above the average in the Faculty program. Peer evaluations are excellent and faculty member has engaged in activities beyond normal expectations. Exceeds obligations as tenured faculty.

SERVICE AND OUTREACH

List of Service and Outreach Activities

Faculty members are expected to participate actively in the governance and administration of the Faculty program, School, College, and University by attendance at and service on committees. Service should contribute to effective institution building (such as participating in faculty and graduate student recruiting efforts, especially those that recruit and retain underrepresented groups), and advancing national and international academic communities (such as editing a professional journal or book series, organizing professional meetings, serving as a reviewer for papers/grants/tenure and promotion, membership in major national/international organizations, serving on boards or other activities related to research expertise). Service to relevant community constituencies is also considered as evidence of contributions to service and outreach.

The tenured professor’s service work must include a commitment to active and collegial participation in assigned committees as well as a willingness to be a contributing member of an intellectual community involved in teaching and scholarship.

Levels of Assessment

UNSATISFACTORY (0): Fails to meet minimal Faculty program and School committee obligations.

SATISFACTORY (2): Has participated actively in the governance and administration of the Faculty program/School by attendance at and service on committees as assigned or elected. Has shown a willingness to be a contributing part of an intellectual community involved in teaching and scholarship.

ABOVE SATISFACTORY (3): Participates actively and takes leadership roles in the governance and administration of the Faculty program/School, and is a contributing member of an intellectual community. Has served as a member of a College/University committee, held office in a professional organization, and/or made significant contributions to community-based research.

APPEALS

A performance evaluation may be appealed to the next higher administrator above the evaluator. The request for an appeal must be made within 30 working days (excluding summer) of receipt of the evaluation. The final decision lies with the appeal review administrator who must complete the review and notify the appellant within 30 working days (excluding summer) after the receipt of the appeal.

Individuals may also file a complaint regarding their annual performance evaluation in accord with [ACD 401](#), “Nondiscrimination, Anti-Harassment, and Non-retaliation.”